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AS A FOREIGN LANGUAGE  
IN INDONESIA



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# INDONESIAN ENGLISH TEACHERS' READINESS FOR ICT USE

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## **Abstract**

*The advance of Information and Communication Technology (ICT) may provide a solution to the problems of English learning and teaching which occur due to the limited time of classroom learning and teaching in Indonesia. English students may learn more autonomously with the use of ICT. To apply ICT for teaching English in schools, however, the teachers need to have a good knowledge of ICT and the teaching of English with the media, both academically and technologically. This study was a survey which tried to see the readiness of high school English teachers of Indonesia to apply ICT for teaching English. The survey used a Likert-type questionnaire and involved 121 English teachers as respondents. The study reveals that most high school English teachers of Indonesia have a positive view on the use of ICT for English teaching. They are academically but not technologically ready to apply ICT for English teaching. They also show a very positive view on the use of ICT for English teaching.*

**Keywords:** *ICT-Based English Teaching (IBET), language teaching, learning enhance*

## **1 INTRODUCTION**

The advance of information and communication technology (ICT) has fascinated teachers, educators, and policy makers to apply the technology to increase the quality of education. In the field of English language teaching, ICT experts have developed lots of software and websites for learning English, and many teachers have developed their electronic material or tried to use ICT-based material. The need for the use of ICT to raise the quality of education is acknowledged by the Indonesian government. In the Regulation of Minister of National Education Number 16 Year 2007, it is stated Indonesian teachers should have the competency to use ICT in teaching their subject.

The use of ICT-based language teaching (*henceforth IBET*) is a complex activity. It involves several factors which may affect the success of the use of ICT for teaching English. Egbert and Hanson-Smith (1999) identifies eight factors which are important in Computer Assisted Language Learning (CALL), namely interaction, authentic task, authentic audience, exposure and production, time and feedback, mindful learning process, atmosphere, and autonomy. Many experts have emphasized the importance of the factors. Ellis (1985), for example, discusses the importance of exposure, Ellis (1985) and Chappelle (2003) discusses the need of interaction for language learning, and Oxford (1990 and 2001) discusses learning strategies which are important for autonomous learners.

IBET involves the teachers as the main persons who are directly involved in the process, the school principals, the school facilities, the general education policy, and the students. They all determine the learning success.

This study was a survey which aimed to know the readiness of Indonesian English teachers in using ICT for teaching English. The respondents of the survey were English teachers who taught in junior high schools, senior high school, and vocational high schools who participated in the **National IETA Conference** in Sanata Dharma Yogyakarta on March 27 – 28, 2015. They came from different parts of Indonesia, but most of them came from Yogyakarta Special Region and Central Java. About 200 teachers, lecturers, and graduate students participated in the conference. The number of participants who returned the questionnaire was 144, but only 121 were used for the study because the rest did not have a clear identity. They did not write their school level.

The research instrument was a Likert-type questionnaire with 45 items. The respondents were to choose whether they strongly disagreed, disagreed, were doubtful, agreed, or strongly agreed with the statements. Each option was rated from 1 to 5, and the result was computed using SPSS Version 17. The result was a descriptive analysis which showed the readiness of the teachers for IBET use ICT in their teaching.

## 2 RESEARCH RESULT AND DISCUSSION

The questionnaire items can be classified into three main aspects namely, education policy, school, and teachers. The school aspect can be differentiated into facilities and demands, and the teacher aspect can be differentiated into computer knowledge, ICT access, ICT habit, teacher - student interaction. The scores of the three aspects, in a scale of 1 – 5, are displayed in table 1.

*Table 1: Overall Research Result*

No	Statement		Score	Description
1.	Policy aspect		4.27	Very high
2.	School	facilities	4.29	Very high
		demands	3.36	Fair
3.	Teachers	computer knowledge	4.50	Very high
		ICT access	4.31	Very high
		ICT habit	3.84	High
		skills	3.16	Fair
		exposure and interaction	4.04	Very high
Mean			3.98*	High

\*The score is the mean of all the individual items.

Five of the aspects have a very high score, two have a high score, and two have a fair score. With such means, it can be hoped that Indonesian English teachers can have IBET. Care, however, should be taken since the school demands and the teacher competency have a fair score.

### 2.1 Policy Aspect

The policy aspect covers the teacher regulation, principal policy, and state examination demand. The result of the questionnaire of policy aspects is displayed in table 2.

**Table 2: Teachers' Opinions on Policy Aspects**

No	Statement	Score	Description
1.	The school principal is open to the use of teaching using ICT.	4.27	Very high
2.	The school principal encourages the teachers in general and the English teachers in specific to use ICT in their teaching.	4.26	Very high
3.	The current teacher regulations enhance teachers' creativity to develop ICT-based learning material.	4.09	Very high
4.	The current teacher regulations enables the teacher to work professionally.	4.25	Very high
5.	The current national examination system demands English teachers to be able to develop ICT-based teaching material.	4.07	Very high
		4.19	Very high

The teachers have a very positive opinion on the policy ( $>4.0$ ). They think that the current government policy on teacher occupation encourages teachers to work professionally. They also think that the government regulation encourages them to use their creativity in the use of ICT for developing their teaching material.

The teachers also have a very positive opinion on their school principal. The school principals are open-minded and welcome innovations on IBET. Their school principals encourage them to use it.

## 2.2 School Facilities

The high school teachers of Indonesia think that they can use ICT for their teaching. As can be seen in table 3, they think their schools have good facilities to support IBET.

**Table 3: Teachers' Opinions on School Facilities**

No	Statement	Score	Description
1.	The use of ICT for teaching English in my school is feasible.	4.21	Very high
2.	My school has a computer lab which can be used for a computer-based English teaching.	3.94	High
3.	My school has an LCD projector which can be used for the English lessons.	4.57	Very high
4.	My school has a WIFI which the students can access.	4.29	Very high
5.	The internet speed in my school is satisfactory.	3.64	High
6.	My school has a technician who can handle computer and network problems.	4.04	Very high
<b>Mean</b>		<b>4.12</b>	

The teachers think that they are ready for IBET (4.21). Many of their school have a computer lab which they can use for IBET (3.94), and most of their schools have an LCD which they can use for IBET in class (4.57). The feasibility is supported with the availability of WIFI in most of their school (4.29). The connection speed of the WIFI is good (3.64) although it varies from school to school. Most of the schools also have a technician who can handle computer and network problems (4.04).

### 2.3 School Demand

The use of IBET is a demand for high schools in Indonesia. The attitude of the teachers can be seen in table 4.

*Table 4: IBET as school demand*

No	Statement	Score	Description
1.	My school needs ICT to improve the quality of English language teaching.	4.45	Very high
2.	The use of ICT in teaching is needed to increase the school prestige.	3.06	Fair
3.	The use of ICT for language teaching enables the school to get extra-money from the students' parents.	2.57	Low
<b>Mean</b>		<b>3.60</b>	<b>High</b>

The teachers see the need of IBET for their schools (3.60) although many of them do not see it for educational purposes. Most of the teachers think that IBET can increase their quality of the teaching of English in their school (4.45). Many of them, however, see IBET as a matter of prestige (3.06). With the score of 3.06, it means that many teachers still see IBET as a means to raise their school prestige. For this point, a lower score indicates a better opinion. A score of (3.06) shows that the majority of the teachers still relate IBET with prestige. Despite the prestige, however, many teachers also think that IBET can be a reason to get extra money from student parents. The score (2.57) on this, however, is lower the score on prestige. The majority of the teachers do not see the connection between IBET and extra money. They think that they can charge the students more money with the facility.

### 2.4 Teacher Knowledge

Most of the high school teachers involved the survey have a very good basic knowledge on computer (4.50). It can be seen in table 5.

*Table 5: Teachers' basic computerskill*

No	Statement	Score	Description
1.	I can copy files from a flash-disk to a computer/laptop or vice-versa easily.	4.60	Very high
2.	I can rename a file easily.	4.52	Very high
3.	I can make a Powerpoint file by myself.	4.39	Very high
4.	I will attend a training of the use of computer for teaching English happily if I am assigned to.	4.50	Very high
<b>Mean</b>		<b>4.50</b>	

The score means that most of the teachers strongly agree with the statements on the the knowlege aspect.

Most of the teachers have no problem with the use of computer for their professional development. They have a good knowledge on file operation. They can copy files well (4.60) and rename files (4.52). They can also use Powerpoint to develop their teaching material (4.39).

Their good attitude of computer use is also obvious in the willingness to attend trainings on IBET. They will be happy if they are given a change for that (4.50).

## 2.5 Access to professional development

Most of the teachers also have a good access for their professional development (4.31). Table 6 shows their access to technology and commitment to their development.

*Table 6: Technological professional development factors*

No	Statement	Score	Description
1.	I have the chance to increase my knowledge on ICT.	4.47	Very high
2.	I have the access to the use of computer/laptop.	4.55	Very high
3.	I have the access to the internet.	4.37	Very high
4.	I feel comfortable to be in front of a computer/laptop more than one hour.	3.84	High
<b>Mean</b>		<b>4.31</b>	

Most of the teachers have a chance to learn more about ICT (4.47). Only a few do not have the chance to increase their knowledge of ICT. They mostly also have a good access to a computer/laptop (4.55) which they need to support IBET. With the score of (4.55), or most of the respondents strongly agree on the statement, it can probably be said that they have a computer or laptop for their work. They mostly also have access to the internet (4.37).

Their commitment to develop their technological competence can also be said good. They still feel comfortable when they have to work with their laptop more than one hour (3.84) although many have to stop before one hour.

## 2.6 Teacher habit

The teachers' habit on the use of ICT in their daily life can also be said good. As can be seen in table 7, the mean on this aspect is 3.84 (high).

*Table 7: Teacher habit of ICT use*

No	Statement	Score	Description
1.	I am accustomed to using LCD in my teaching.	4.21	Very high
2.	I am accustomed to the searching additional material in the internet.	4.30	Very high
3.	I post my teaching material in Facebook.	2.64	Low
4.	I have the chance to cooperate with teachers from other schools to develop a study group for developing computer-based material.	3.97	High
5.	I am accustomed to communicating with other teachers by e-mail.	3.67	High
6.	I have a social media account (Facebook/Twitter).	4.25	Very high
<b>Mean</b>		<b>3.84</b>	<b>High</b>

Most of the teachers have used ICT for their teaching although only for a basic use. They mostly use LCD to teach (4.21), and they search the internet to get additional material (4.30). However, they do not use the media which they can use to support their teaching. Only a few of them have use Facebook to support their teaching (2.67). They mostly also spend their time for social media like Facebook and Twitter (4.25), but they probably use the media for pleasure and social purposes.

Many of the teachers have also used ICT for communication or networking. They have a change to cooperate to develop electronic material (3.97). They also use e-mail to communicate with their colleagues (3.67).

## 2.7 Teacher skill

With the positive points which high school teachers have shown, however, their current skill for IBET is not as good as expected. As seen in table 8, the mean on teacher skills is only 3.16 (fair).

**Table 8: Teacher skills**

No	Statement	Score	Description
1.	I have joined a workshop on the use of Hotpotatoes for teaching English.	2.81	Fair
2.	I prepare my teaching material using Hotpotatoes.	2.53	Low
3.	I can use <i>Lectora</i> to develop electronic material.	2.59	Low
4.	I develop my teaching material using <i>Powerpoint</i> .	4.00	High
5.	I searched an application to develop teaching material in the internet.	3.88	High
		<b>3.16</b>	<b>Fair</b>

The majority of the teachers have not joined any workshop on the use *Hotpotatoes* for developing electronic material (2.81). *Hotpotatoes* can be said the simplest available authoring tool which teachers can use to develop language practice. It can be used to make multiple choice, matching, completion, matching, and cloze exercises. As they have not joined any workshop on *Hotpotatoes*, mostly they cannot use *Hotpotatoes* for IBET (2.53).

If the teachers are not familiar with the simplest authoring tool, it cannot certainly be hoped that they can use a more advanced one. Therefore, the mean of the use of *Lectora* is also low (2.59). *Lectora* is another authoring tool which can be used to develop exercises for IBET.

It is good, however, that the majority of the teachers already use *Powerpoint* for teaching (4.0). They also try to search for applications which they can use for IBET in the internet (3.88). With the two aspects, they still show their positive view on IBET.

## 2.8 Exposure and Interaction

Most of the high school teachers in the study are aware of the need for exposure and interaction. The mean for this aspect is 4.04, as can be seen in the table below.

**Table 9: Student – teacher interaction**

No	Statement	Score	Description
1.	I ask my students to search for a reading text in the internet.	4.33	Very high
2.	I encourage my students to have friends from from school of an English speaking country.	3.87	High
3.	I encourage my students to have penpals from an English-speaking country.	3.95	High
4.	I answer my students' emails and short messages.	4.11	Very high
5.	I am aware of my changing roles when use ICT-based	3.96	High



	class.		
<b>Mean</b>		<b>4.04</b>	

The teachers ask their students to read text from the internet (4.33), and, hence, let them get more exposure from the internet. They also ask their students to interact with students from other countries as friends (3.87) or penfriends (3.95). The activity is very positive as it can increase the students' motivation to learn more English and have meaningful interaction which is useful for the development of their mastery of English as a system.

The teachers also develop a good interaction with their students (4.11). Their answer the students' emails and short messages. The activity may create a good learning atmosphere and teacher-student interaction and raise the students' motivation.

Most of the teachers are also aware of their changing role with the use of IBET (3.96). The role of a teacher in IBET is different from that in a class. They are ready to give the students' more control on their learning with IBET.

## 2.9 Pedagogical Aspects

The teachers' readiness to change their roles is reflected will in their opinion on the pedagogical aspects of IBET as displayed in table 10.

*Table 10: Pedagogical Aspects*

No	Statement	Score	Description
1.	IBET enables the students to have have more language exposure to improve their language.	4.02	Very high
2.	IBET enhances the students' autonomy.	4.19	Very high
3.	IBET enables the students to become more aware of their language mastery.	4.10	Very high
4.	IBET enables the students to evaluate their English mastery individually.	3.98	High
5.	IBET enables the students to study according to their current knowledge and time.	4.13	Very high
6.	IBET enables the students to study according to their learning styles.	4.09	Very high
7.	IBET enables the students to do tasks which are related to their daily life.	4.07	Very high
<b>Mean</b>		<b>4.08</b>	<b>Very high</b>

The mean of the aspect is 4.08. It shows that they have a good knowledge of IBET.

Firstly, the teachers know well that IBET enables the students to get more exposure. The large resources of learning material in the internet enables the students to read different texts according to their level and interest. The score on this 4.02.

Secondly, the high school teachers knows that IBET develops the students' autonomy (4.19). The students are aware of the level of language mastery (4.10) as they can do exercises or tests by themselves (3.98). The majority of the teachers think that the students can evaluate their own progress. With the knowledge of their level, the students, therefore, can study according to the level and according to their available time (4.13). They can choose what to study and what not to study in their chosen time. They can also study according to learning styles (4.09). They can study silently or they can also listen to music with a headset while studying. They can also work together and help each other if necessary.

Finally, the teachers also think that IBET can help language learning tasks which are related to their daily task (4.07). ICT enables teachers to present different kinds of learning material. They can present graphical, audio, video material for the students practice.

With the good knowledge of IBET high school teachers can make use of the technology to help their students learn English well. This concept is crucial as language acquisition needs a lot of exposure, and the chance to provide exposure directly is very limited. Classroom learning and teaching time is never enough to help the students acquire English.

### 3 CONCLUSION

From the discussion three important points can be made. Firstly, most high school English teachers of Indonesia have a very good view of the IBET. They see that the educational policy and the school condition are conducive for IBET. They know that if they apply IBET they will get the support they need. Secondly, the teachers are academically but not technologically ready to apply IBET. They know what they need when they have to apply IBET, but technologically they do not have the capability to do what they have to do. They do not have sufficient knowledge of ICT to develop electronic materials.

Finally, the teachers are aware of their weaknesses and ready to work overcome the problem. They are ready to learn and cooperate to apply IBET.

Three recommendations can also be presented. Firstly, the education institutions in the Ministry of Education may take more specific steps with a clear and measurable objectives to help English teachers master ICT. Secondly, English education institutions may take initiatives to cooperative with English teachers to help them master ICT and develop IBET. Finally, concerning the survey itself, the respondents of the study were limited to high school teachers who participated in the IETA Conferene 2015. Teachers who did not join the conference may have different views. A survey with more representative respondents is needed.

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